

INSPECTION REPORT

**Bookwell Primary School
Egremont**

LEA area : Cumbria

Unique Reference Number : 112155

Headteacher : Mrs Carol Padgett

**Reporting inspector : Mr J Warren
T17893**

Dates of inspection : 2nd March to 5th March 1998

Under OFSTED contract number : 511445

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INFORMATION ABOUT THE SCHOOL

Type of school :	Primary
Type of control :	County
Age range of pupils :	4-11
Gender of pupils :	Mixed
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Telephone number :	01946 820408
Appropriate authority :	Cumbria
Name of Chair of Governors :	Mr R Watson

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REPORT CONTENTS

	Paragraph
Main findings	1-51
Key issues for action	52-53
Introduction	54-62
Characteristics of the school	
Key indicators	
 PART A: ASPECTS OF THE SCHOOL	
 Educational standards achieved by pupils at the school	 63-76
Attainment and progress	
Attitudes, behaviour and personal development	
Attendance	
 Quality of education provided	 77-102
Teaching	
The curriculum and assessment	
Pupils' spiritual, moral, social and cultural development	
Support, guidance and pupils' welfare	
Partnership with parents and the community	
 The management and efficiency of the school	 108-128
Leadership and management	
Staffing, accommodation and learning resources	
The efficiency of the school	
 PART B: CURRICULUM AREAS AND SUBJECTS	
 Areas of learning for children under five	 129-137
 English, mathematics and science	 138-176
 Other subjects or courses	 177-238
 PART C: INSPECTION DATA	
 Summary of inspection evidence	 239
 Data and indicators	 240-245

MAIN FINDINGS

1. Bookwell Primary School provides a caring environment and has a positive ethos within which pupils and teachers work hard. There is a strong sense of community, and very good relationships prevail throughout the school.
2. **Educational standards in the school are good.**
3. Most pupils start in the Reception Class with levels of attainment in line with those expected nationally. They make satisfactory progress through the school, and by the end of Key Stage 2, standards of attainment are generally at least in line with national expectations.
4. Pupils receive a good start to their education in the Reception Class, and make good progress in all the areas of learning, and by the time they are five years old, standards of attainment are already slightly above those expected for pupils of this age.
5. Pupils make satisfactory overall progress through Key Stage 1 and good progress in mathematics and art. By the end of the key stage, standards of attainment are above national expectations in English, mathematics and art, and in line with national expectations in all other subjects.
6. The standards in English and mathematics are consistent with the school's scores in national tests for seven year olds in 1997 which also indicate that levels of attainment are above average. There is a trend of improvement in English scores over the last three years, whilst scores in mathematics have remained consistently high.
7. Progress during Key Stage 2 is sound overall with good progress being made in mathematics, science, art and music. By the end of the key stage, standards of attainment are above national expectations in mathematics, science, art and music, and in line with national expectations in English and all other subjects.
8. The standards in mathematics and science are consistent with the school's scores in national tests for 11 year olds in 1997 which indicated attainment above the national expectation. In the 1997 national tests, the school's scores in English were below the national average because of the presence in the class of an unusually high number of pupils with special educational needs.
9. Throughout the school, pupils with special educational needs make satisfactory progress.
10. By the end of Key Stage 1, standards of attainment in reading, speaking and listening and writing, are above national expectations. By the end of Key Stage 2, standards of attainment are in line with national expectations in all three attainment targets.
11. Ability to use numbers within mathematics is well developed across the school. Pupils have appropriate recall of number facts and are able to apply these accurately in calculations.

12. Pupils throughout the school have very good attitudes towards their work. They work very well in lessons, sustain their concentration and respond well to their teachers. Relationships are good. Pupils cooperate well with each other and with adults. Personal development is very good; pupils accept responsibility well, and can show initiative.
13. Behaviour is very good. Pupils are very well behaved in class, in the assembly hall and outside of the school. Parents are proud of the way their children behave, particularly when out of school.
14. Overall attendance is very good. Pupils arrive at school on time and lessons generally start promptly.
15. **Overall, the spiritual, moral, social and cultural development of the pupils are good.**
16. Social skills are well developed. Pupils work and play well together, and are often considerate of the needs of others. Moral development is good. Pupils understand what is right and wrong and most are concerned to behave properly. They respond well to the cultural provision, and spiritual development is good.
17. The school makes good provision for the spiritual, moral and cultural development of the pupils within and outside the curriculum. Spiritual development is effectively provided for within assemblies, religious education lessons and, on some occasions, through other subjects. There is good provision for cultural development through a variety of experiences both within and outside the classroom. Provision for social development is good, and the school's behaviour policy has been implemented successfully to develop very good behaviour in the classrooms and out of school.
18. **The overall quality of education provided by the school is good.**
19. Teachers in the school work very hard and are committed to the welfare of the pupils. There are very good relationships with pupils, and the overall quality of teaching is good.
20. In the school as a whole, teaching is never less than satisfactory, and is good in over a half of all lessons, with an eighth of teaching very good. This is a high proportion of good and very good teaching.
21. Teaching of the under-fives is good. There are very good relationships with the pupils and good provision made for their development across the areas of learning. Assessment of attainment and needs is thorough.
22. At Key Stage 1, the quality of teaching is sound overall. Overall in the key stage, one third of the teaching is good. Teaching is good in English and art, and is sound in all other subjects.
23. At Key Stage 2, the quality of teaching is good overall. Over half of the teaching is good, with very good teaching in a fifth of lessons. This is a high proportion of good teaching. Teaching is good in English, mathematics, art and music, and sound in all other subjects.

24. Where teaching is good at both key stages, teachers have very good relationships with the pupils, good subject knowledge, and planning is thorough. In this teaching, lessons are well structured, and teachers give clear explanations and use effective questions to promote learning.
25. In those lessons where teaching is very good, there are clear objectives and a high level of challenge for the pupils. These lessons are well structured to build on prior learning and focussed on the targets of the National Curriculum.
26. Although English is well taught, there are, at both key stages, too few opportunities for pupils to practise and develop their writing skills by producing pieces of sustained writing across the curriculum. Although pupils sometimes redraft their work, this is done mainly to correct errors rather than to clarify meaning and improve structure. The restriction of these opportunities limits the progress made by pupils to the higher levels of attainment.
27. Even where teaching is otherwise sound, insufficient use is made of National Curriculum assessment levels to ensure that lessons build on prior learning.
28. The teaching of pupils with special educational needs by the specialist teacher is good. Individual Education Plans are well drawn up, good liaison is kept with parents whose children have identified special needs, and with other agencies, and the Code of Practice is fully implemented.
29. Non-teaching staff make a positive contribution to learning across the school.
30. The curriculum is broad and balanced, and meets the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. It effectively supports the pupils' physical and personal development and ensures that pupils are adequately prepared for the next stage of education.
31. The school makes satisfactory provision for pupils to experience personal and social education, including health education, sex education and drug misuse.
32. The school ensures equal opportunities for all pupils and makes good curricular provision for pupils with special educational needs. Assessment of special needs is very thorough.
33. Curriculum plans have been completed in all subject areas and form a good basis for developing the curriculum. However, these plans do not specify sufficiently clearly the lines of progress to be made across the key stages or the attainment to be expected at each age. The curriculum planning does not sufficiently take into account what has gone before and what will follow.
34. There are many systems for assessing pupils' attainment, and staff record and compile a great deal of data. This information is very useful for evaluative purposes, but is not always in a form that is easy to use or which establishes a clear overview of progress. Many of

the formative assessment records are not made in terms of National Curriculum levels, and as a result, the assessment data are not always in a form to be used effectively to inform lesson planning or to target teaching.

35. A good range of extra-curricular activities enriches the curriculum. A high number of pupils and teachers take part in this programme.

36. The school makes good provision for the support, guidance and welfare of its pupils. There is effective support for pupils in their learning, and good provision for their personal needs and development. There are good measures to promote good behaviour through the behaviour policy, and through the expertise of the teachers. Child protection procedures are sound, and the school makes good provision for the health, safety and general well-being of its pupils. Parents are very pleased with the provision the school makes in this area.

37. The school has a very effective partnership with parents and the community and this makes a significant contribution to the education of the children. Parents are kept well informed about the life and the work of the school, and about their own children's progress through meetings and reports. Many parents, governors and other adults help directly in the classroom, and make a valuable contribution. There are strong links to the community through concerts and use of the local environment and facilities, which enrich the work of the school. The school is held in very high regard by the community, and the partnership with parents is one of the strengths of the school.

38. The school manages its financial resources efficiently.

39. The headteacher sets a tone of caring concern in the school and has ensured that the school is a welcoming community where pupils feel valued and parents are made to feel an integral part of the school's life. She has ensured a positive ethos in the school and a concern for pupils as individuals. The school is being administered effectively, and a clearer educational direction is beginning to emerge.

40. Subject co-ordinators have worked hard to draw up policies and schemes of work, but they do not have a clearly defined role in monitoring the implementation of these policies and ensuring progress. Steps have been taken to monitor and evaluate the curriculum and this development should be continued in a more focussed and sustained way. The division of responsibilities between key stages is preventing a clear overview of each subject from emerging and makes it difficult to ensure that there is progression across the school.

41. The governors have established a clear overview of the work of the school and the standards attained by pupils. Budget decisions are carefully considered and appropriate account taken of future trends of income and expenditure. The governors maintain a general overview of the school's needs, and are involved in the setting of the budget. Many governors are involved in the work of the school and some have close links with particular classes.

42. The School Development Plan is coming to the end of its present cycle, and the school has yet to complete the next stage. The present plan contains a number of very general aims which have not all been devired from an analysis of performance. The targets are not fully costed or rooted centrally in the overall school budget.
43. The school does not evaluate and analyse its performance sufficiently rigorously. Assessment data are not analysed in depth, although areas of the curriculum are evaluated in general terms by teachers. Subject co-ordinators are not sufficiently involved with the analysis of attainment and progress.
44. There is a satisfactory level of staffing in the school that matches the demands of the curriculum. There are good opportunities for the professional development of staff.
45. Accommodation in the school is good and well used. The school has developed areas to enhance the environment of the school, for example with the large tile mural in the entrance hall. This, along with the large number of good quality displays around the school, has a significant impact on the ethos of the school. The building is clean and well maintained
46. The school secretary, cooks and lunchtime supervisory staff all make valuable contributions to the school community.
47. There is a good level of resources across the school. However, although the Key Stage 2 library is adequately stocked, it does not function well as an effective learning centre for the school.
48. The school has a system of budgetary planning which relates projected income to major areas of expenditure. This planning is approved in outline by the governing body, but is not directly linked to the School Development Plan and so cannot be focussed on achieving its targets. Budget decisions are not based on a careful analysis of performance data and not all allocations are closely linked to priorities identified in the School Development Plan.
49. The school is effectively administered, and systems of financial control are good. All statutory requirements are met.
50. There is a set of aims that are broadly met in terms of the provision of an environment which helps pupils to develop self confidence and respect for others.
51. The school receives an income per pupil below the national average, but the school makes good educational provision and standards of attainment are at least in line with national expectations. The school therefore, provides good value for money.

KEY ISSUES FOR ACTION

52. In order to build on the good provision already being made, the governors, headteacher and staff need to:

1) Raise standards of writing by:

- *using analysis of assessment to inform future needs;
- *providing more opportunities for sustained writing across the curriculum;
- *using redrafting of work to focus on structure and form as well as errors.

2) Set up procedures to ensure that:

- *data on school performance are rigorously collected and analysed;
- *this analysis is used to set targets for improvement.

3) Further develop the curriculum planning to ensure that:

- *lines of progress are clarified across the key stages;
- *expected levels of attainment at each stage are clearly identified.

4) Make the use of assessment information in lesson planning more effective by:

- *relating assessments more directly to National Curriculum requirements;
- *using assessment information in medium and short-term planning.

5) Complete the School Development Plan in detail, and ensure that it:

- *is based on a careful analysis of assessment data and information about progress;
- *is related centrally to the budget;
- *establishes a clear set of priorities to raise standards;
- *allocates adequate resources to meet identified targets.

53. The school has already recognised the need to raise the standard of writing and to complete, in detail, the School Development Plan.

INTRODUCTION

Characteristics of the school

54. Bookwell Primary School takes pupils from 4 to 11 years old, and is maintained by the Cumbria local education authority (LEA). The school is housed in a Victorian building which offers interesting accommodation and has access to adequate playing fields and playgrounds.

55. The school is situated in the centre of Egremont and serves the town and some surrounding areas. Most pupils entering the main school have received some pre-school education at a nursery or playgroup. Attainments on entry to the school are generally in line with those expected for children of this age.

56. The school has 214 full-time pupils (109 boys and 105 girls), almost all of whom are white. No pupil has a Statement of Special Educational Need, but 32 pupils are on the register. Fourteen per cent of the pupils are eligible for free school meals compared to 15 per cent nationally.
57. The school seeks to work in partnership with parents to foster the pupils' personal and academic development in a caring, secure and challenging environment.

Key indicators**58. Attainment at Key Stage 1¹**

Number of registered pupils in final year of

Key Stage 1 for last reporting year:

Year	Boys	Girls	Total
1997	15	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	13	13	13
	Girls	16	17	17
	Total	29	30	30
Percentage at NC Level 2 or above	School	91(84)	95(97)	95(100)
	National	80 (78)	80 (79)	84 (82)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	13	12	12
	Girls	17	17	17
	Total	30	29	29
Percentage at NC Level 2 or above	School	94(96)	91(100)	91(90)
	National	80 (78)	84 (82)	85 (84)

¹Percentages in parentheses refer to the year before the latest reporting year

59. **Attainment at Key Stage 2¹**

Number of registered pupils in final year of
Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1997	17	14	31

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	13	15
	Girls	8	9	11
	Total	15	22	26
Percentage at NC Level 4 or above	School	48(60)	67(61)	84(92)
	National	63 (57)	62 (54)	69 (62)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	12	14
	Girls	9	9	10
	Total	18	21	24
Percentage at NC Level 4 or above	School	58(71)	71(91)	78(89)
	National	63 (60)	64 (60)	69 (65)

¹Percentages in parentheses refer to the year before the latest reporting year

60. **Attendance**

Percentage of half days (sessions) missed
through absence for the latest complete
reporting year:

		%
Authorised Absence	School	5.3
	National comparative data	5.6
Unauthorised Absence	School	0
	National comparative data	0.5

61. Exclusions

Number of exclusions of pupils (of statutory school age)
during the previous year:

	Number
Fixed period	0
Permanent	0

62. Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	12
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

63. Most pupils start in the Reception Class with levels of attainment in line with those expected nationally. They make satisfactory progress through the school, and by the end of Key Stage 2, standards of attainment are generally at least in line with national expectations.
64. Pupils receive a good start to their education in the Reception Class, and make good progress in all the areas of learning, and by the time they are five years old, standards of attainment are already slightly above those expected for pupils of this age.
65. Pupils make satisfactory overall progress through Key Stage 1. By the end of the key stage, standards of attainment are above national expectations in English, mathematics and art, and in line with national expectation in all other subjects.
66. The standards in English and mathematics are consistent with the school's scores in national tests for seven year olds in 1997 which also indicate that levels of attainment are above average. There is a trend of improvement in English scores over the last three years, whilst scores in mathematics have remained consistently high.
67. Progress during Key Stage 2 is sound overall with good progress being made in mathematics, science, art and music. By the end of the key stage standards of attainment are above national expectations in mathematics, science, art and music, and in line with national expectations in English and all other subjects.
68. The standards in mathematics and science are consistent with the school's scores in national tests for 11 year olds in 1997 which indicated attainment above the national expectation. In the 1997 national tests, the school's scores in English were below the national average because of the presence in the class of an unusually high number of pupils with special educational needs.
69. Throughout the school, pupils with special educational needs make satisfactory progress.
70. By the end of Key Stage 1, standards of attainment in reading, speaking and listening and writing, are above national expectations. By the end of Key Stage 2, standards of attainment are in line with national expectations in all three attainment targets.
71. Ability to use numbers within mathematics is well developed across the school. Pupils have appropriate recall of number facts and are able to apply these accurately in calculations.

Attitudes, behaviour and personal development

72. Pupils have very good attitudes to learning and enjoy their work. They are interested in what they are doing, settle quickly to the activity set by the teacher and demonstrate high levels of motivation. At the start of the day they arrive ready to work and do so quietly and purposefully. Pupils are able to sustain concentration effectively to complete the task they have been set. Pupils' capacity for personal study is limited by too few opportunities to select resources and organise their work themselves.
73. Behaviour is generally very good and at times is outstanding. Pupils are orderly when moving around the school and show high standards of self discipline. They are confident to ask questions and are friendly but always respectful to staff and other adults. Pupils are very polite and courteous. Generally, other people's property is treated with respect. Exclusions are used only in rare instances and there have been no exclusions in recent years.
74. Relationships at the school are good, between adults and pupils and between pupils. Pupils in lessons work very well together and collaborate and cooperate in pairs and in small group situations. A good example of pupils working in pairs was seen in a mathematics lesson when pupils played a game which required turn taking and cooperation.
75. Pupils listen carefully to teachers and to one another. The quality of the teacher/ pupil relationships give pupils effective opportunities to take the initiative so that, for example, without being asked, a pupil got a chair for a visitor. Pupils carry out tasks sensibly and conscientiously and pupils' personal development is very good.

Attendance

76. Attendance at the school is very good. Pupils arrive on time at the start of the day and lessons begin promptly.

QUALITY OF EDUCATION PROVIDED

Teaching

77. Teachers in the school work very hard and are committed to the welfare of the pupils. There are very good relationships with pupils, and the overall quality of teaching is good.
78. In the school as a whole, teaching is never less than satisfactory, and is good in over a half of all lessons, with a eighth of teaching very good. This a high proportion of good and very good teaching.
79. Teaching of the under-fives is good. There are very good relationships with the pupils and good provision made for their development across the areas of learning. Assessment of attainment and needs is thorough.

80. At Key Stage 1, the quality of teaching is sound overall. Overall in the key stage, over one third of the teaching is good. Teaching is good in English and art, and is sound in all other subjects.
81. At Key Stage 2, the quality of teaching is good overall. Over half of the teaching is good, with very good teaching in a fifth of lessons. This is a high proportion of good and very good teaching. Teaching is good in English, mathematics, art and music, and sound in all other subjects.
82. Where teaching is good at both key stages, teachers have very good relationships with the pupils, good subject knowledge, and planning is thorough. In this teaching, lessons are well structured, and teachers give clear explanations and use effective questions to promote learning.
83. In those lessons where teaching is very good, there are clear objectives, and a high level of challenge for the pupils. These lessons are well structured to build on prior learning and focussed on the targets of the National Curriculum. Some very good and outstanding teaching inspires the pupils to produce their very best work.
84. At both key stages, there are too few opportunities for pupils to practise and develop their writing skills by producing pieces of sustained writing across the curriculum. Although pupils sometimes redraft their work, this is done mainly to correct errors rather than to clarify meaning and improve structure. The restriction of these opportunities limits the progress made by pupils to the higher levels of attainment.
85. In some lessons where teaching is otherwise sound, insufficient use is made of National Curriculum assessment levels to ensure that lessons build on prior learning.
86. The teaching of pupils with special educational needs by the specialist teacher is good. Individual Education Plans are well drawn up, good liaison is kept with parents whose children have identified special needs, and with other agencies, and the Code of Practice is fully implemented.
87. Non-teaching staff make a positive contribution to learning across the school.

The curriculum and assessment

88. The curriculum is broad and balanced, and meets the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. It effectively supports the pupils' physical and personal development and ensures that pupils are adequately prepared for the next stage of education. The school makes satisfactory provision for pupils to experience personal and social education, including health education, sex education and drug misuse.

89. The school ensures equal opportunities for all pupils and makes good curricular provision for pupils with special educational needs. Assessment of special needs is very thorough, and good liaison is kept with parents and with outside agencies. The Code of Practice is fully implemented.
90. Curriculum plans have been completed in all subject areas and form a good basis for developing the curriculum. However, these plans do not specify sufficiently clearly the lines of progress to be made across the key stages, or the attainment to be expected at each age. The curriculum planning does not sufficiently take into account what has gone before and what will follow.
91. There are many systems for assessing pupils' attainment, and staff record and compile a great deal of data. This information is very useful for evaluative purposes, but is not always in a form that is easy to use or which establishes a clear overview of progress. Many of the formative assessment records are not made in terms of National Curriculum levels, and as a result, the assessment data are not always in a form to be used effectively to inform lesson planning or to target teaching. Assessments are moderated within key stages and so a whole-school view of required levels has not emerged.
92. A good range of extra-curricular activities enriches the curriculum. A high number of pupils and teachers take part in this programme.

Pupils' spiritual, moral, social and cultural development

93. The school's provision for pupils' spiritual, moral, social and cultural development is good. Pupils' spiritual development is effectively promoted through the curriculum particularly in religious education where pupils have appropriate opportunities to think about other people's values and beliefs. Provision is enhanced by for instance, opportunities for pupils to talk to visitors from Tanzania, and through the work done in geography about Kenya. A good example of a teacher evoking a feeling of spirituality occurred during a Year 3 history lesson when the teacher effectively created a sense of awe and wonder by asking pupils to think about going back in time 1600 years.
94. The quality of acts of collective worship is mainly good. Assemblies are Christian in nature and promote pupils' moral and social development. They have a good sense of community and sound opportunities for reflection. A special feature is the singing which is enthusiastic and joyful.
95. Moral development is effectively promoted through the well thought out behaviour policy which clearly sets out responsibilities for parents, teachers and pupils. Acts of collective worship and religious education fully support pupils' moral development.
96. The school places great emphasis on pupils' social development which is well promoted in lessons and through opportunities for pupils to work together in pairs and small

groups. An example of the way in which pupils are encouraged to think about the needs of others is the work done about people with disabilities. Class assemblies are an effective way of giving pupils responsibility and enabling them to contribute to school life. The school uses residential visits well both to support the curriculum and enhance opportunities for personal and social development. There is a good range of extra-curricular activities through which the school is effectively fostering pupils' social development.

97. Cultural development is good. Pupils visit museums and the theatre and visitors come to school with theatre productions. More recently, pupils are learning to perform and to appreciate performances by others through the use of the recorder group playing in assemblies. The annual Key Stage 2 performance enhances opportunities for cultural and personal development. There are good opportunities for pupils to find out about and be involved with local traditions for instance, through participation in the Crab Fair. Multicultural development is well promoted through the study of world religions and celebrations, links with other countries, the study of the works of different artists and a range of multicultural instruments.

Support, guidance and pupils' welfare

98. The school, through the very effective relationships between teachers and pupils, gives good support and guidance. There is sound monitoring of pupils' academic progress through regular testing of pupils' attainment with formal and informal systems in place which ensure that concerns are picked up and dealt with appropriately when there are incidents of poor behaviour. The headteacher keeps a careful record and informs and involves parents appropriately. Attendance is effectively monitored through the register and concerns are referred to the educational social worker. The attendance cup which is awarded weekly to the class with the best attendance is supporting the school's efforts to promote attendance. The school takes great interest in pupils' personal development both at school and at home.

99. There is a very effective behaviour policy and this combined with the very good relationships in the school promotes good behaviour. The school has worked hard to raise pupils' awareness of bullying issues and to deal with concerns. There is a clear, and comprehensive policy document which effectively informs the school's approach to bullying.

100. Midday supervisors are committed and caring, have had appropriate training, and are clear about procedures.

101. There are sound child protection arrangements in place although provision for awareness about child protection issues for pupils is not structured or formally monitored.

102. Induction arrangements for pupils entering the reception class are good, and include a home visit.

103.The school has effective systems to promote the health and safety of pupils.

Partnership with parents and the community

104.The school is strongly committed to a partnership with parents, and this makes a good contribution to learning.

105.The quality of information for parents about the school overall, is good. The class and school newsletters are particularly good and provide useful and relevant information in an attractive and accessible format. The prospectus is sound. Pupils' reports are good overall, with clear targets for pupils. However, in some there is an emphasis on pupils' attitude to work with too little information about pupils' attainment and progress particularly in the foundation subjects.

106.The school makes every effort to involve parents in children's work and there is a wealth of very effective information about the curriculum to enable parents to support learning. A particular feature is the homework packs for the youngest pupils which promote home/school links and give parents a very good opportunity to participate in learning and make an effective contribution to work done at school. Reading record books are well used as a means of communication between parents and teachers. Parents have every opportunity to be involved with the school by helping in classrooms, attending class assemblies and through the active Parent Teacher Association.

107.There are good established links with the local community particularly with the church and through the school's involvement and participation in local events. The school attracted sponsorship from local people and organisations for the tile mural. The curriculum is enhanced by links with the community, such as talks by the local historian about Egremont, and from a local builder who supported work in science on materials. Overall, the school's links with the community make a good contribution to pupils' attainment and personal development.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

108.The headteacher sets a tone of caring concern in the school and has ensured that the school is a welcoming community where pupils feel valued and parents are made to feel an integral part of the school's life. She has ensured a positive ethos in the school and a concern for pupils as individuals. The school is being administered effectively, and a clearer educational direction is beginning to emerge. However, the targets and goals set do not at present fully reflect the need to ensure a trend of rising standards.

109.Subject co-ordinators have worked hard to draw up policies and schemes of work, but they do not have a clearly defined role in implementing these policies and ensuring

progress. The division of responsibilities between key stages is in some cases preventing a clear overview of each subject from emerging and makes it difficult to ensure that there is progression across the school. The need for better co-ordination between the key stages has been recognised in the School Development Plan.

- 110.Steps have been taken to monitor and evaluate the curriculum and this development should be continued in a more focussed and sustained way. Subject co-ordinators have been given time out of classroom to evaluate what happens elsewhere in the school.The continued involvement of the headteacher and deputy head teacher in this process should ensure that a clear view of needs and consequently ways forward can be identified.
- 111.The governors have established a clear overview of the work of the school and the standards attained by pupils. The governors maintain a general overview of the school's needs, and are involved in the setting of the budget. Many governors are involved in the work of the school and some have close links with particular classes. Meetings have been held to inform them of curriculum developments and this has helped to give them an insight into the quality of the provision made by the school.
- 112.The School Development Plan is coming to the end of its current cycle and the school has yet to complete the next stage. The present plan contains a number of very general aims which have not been based on an analysis of performance. The new plan needs to be developed in detail, based on analysis of performance, to set specific targets to respond to changing requirements in the next academic year. These targets should be realistic in number and intention, with clearly defined success criteria. They should be rooted centrally in the overall budget.
- 113.The school does not evaluate and analyse its performance sufficiently rigorously. Assessment data are not analysed in depth, although areas of the curriculum are evaluated in general terms by teachers. The school needs to involve subject co-ordinators in analysis of attainment and progress. Without the rigorous analysis of performance data, the school, and individual teachers, cannot identify the specific levels of learning that need addressing, and so target teaching more effectively.
- 114.There is a set of aims that are broadly met in terms of the provision of an environment which helps pupils to develop self confidence and respect for others. Parents support these aims and are encouraged to contribute to the life of the school

Staffing, accommodation and learning resources

- 115.The school has an appropriate number of suitably qualified teachers for the numbers of pupils on roll. All staff have detailed job descriptions and teachers' professional development is linked to the outcomes of their appraisals.

116. There is an appropriate number of qualified and experienced support staff and these are effectively deployed. There are good opportunities for the professional development of staff.
117. The four NVQ students have been well supported by the school and they are closely involved in all aspects of planning to support pupils' learning. The use of these students has a beneficial effect on pupils' attainment. All support staff work closely with teaching staff and this contributes to the progress made by pupils, especially those who have special educational needs.
118. The school is well maintained and pupils benefit from working in a clean learning environment. The commitment of the site supervisor and cleaner, together with support and interest shown by the governing body in maintaining high standards, are major factors contributing to the quality of accommodation provided.
119. There are enough suitable classrooms and the accommodation is generally good. For pupils under the age of five there is an outside hard play area which is used effectively. In Key Stage 1 there are three classrooms and four classrooms in Key Stage 2. There is also a support classroom which is used for small group activities. Effective use is made of carpeted corridor areas outside the classrooms where on occasion small groups of pupils are working. There is a library in the Key Stage 2 area which is accessible to pupils, however this is not sufficiently used by pupils to develop their independent learning skills.
120. The resources for learning in the school are good. The Parent Teacher Association supports the school in the funds for curriculum resources and this is a valuable source of funding which has a positive effect on the pupils' learning.

The efficiency of the school

121. The school has a system of budgetary planning which relates projected income to major areas of expenditure. This planning is approved in outline by the governing body, but is not directly linked to the School Development Plan and so cannot be focussed on achieving its targets. The school needs to ensure that budget decisions are based on a careful analysis of performance data and allocations are closely linked to priorities identified in the School Development Plan.
122. The governors are closely involved in making budget decisions which are carefully considered and appropriate account is taken of future trends of income and expenditure. Staff with management responsibility are involved with the allocation of funds.
123. There is a satisfactory level of staffing in the school that matches the demands of the curriculum. The school's decision to employ a member of staff to support pupils with special educational needs results in good provision for those pupils.

124. The school secretary, cooks and lunchtime supervisory staff all make valuable contributions to school community.
125. Accommodation in the school is well used. The school has made great efforts to maintain and improve the fabric of the building. The school has developed areas to enhance the environment of the school, for example with the large tile mural in the entrance hall. This, along with the large number of good quality displays around the school, has a significant impact on the ethos of the school.
126. There is a good level of resources across the school. However, although the Key Stage 2 library is adequately stocked, it does not function as an effective learning centre for the school.
127. The school is effectively administered, and systems of financial controls are good. All statutory requirements are met.
128. The school receives an income per pupil below the national average, but the school makes good educational provision and standards of attainment are at least in line with national expectations. The school therefore, provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR UNDER FIVES

129. Most children start in the Reception class with levels of attainment in line with those expected nationally. By the time they are five years old they have made good progress and attainment is slightly above the national average.
130. In language and literacy, children's attainment is above national expectation. They make good progress in developing skills of language. Most children are beginning to read and enjoy books. They are able to listen to class stories attentively and they can write and recognise their own names.
131. In the mathematical area of learning, attainment is above national expectation. There is an emphasis in planning on teaching the aspects of number. Most children can recognise numbers to ten, are familiar with number rhymes, songs, stories and counting games. Children's attainment in number is above expectations for their ages and most are making good progress.
132. Children make good progress in developing their knowledge and understanding of the world. There are weekly baking activities where opportunities to develop children's thinking skills are well used. Children's construction skills are good, and imaginative and manipulative skills are well developed. Work in these areas are well displayed around the classroom as a record of children's achievements. Children can use the information technology (IT) equipment confidently.
133. Children's physical development is good. They are given good opportunities to work with large apparatus each week. Indoor physical education (PE) activities are challenging, and children's progress is satisfactory in this area.
134. Children's creative development is good and there are varied opportunities to use their imagination. For example, a class puppet show allowed children to make puppets and perform productions of their own creation. There is a wide range of materials and suitable tools which the children use to express ideas and communicate their feelings. Many of the children's paintings and collage work are used effectively as displays.
135. In music, children make good progress. They develop an awareness of songs, rhymes and rhythm. The use of a Nursery Assistant to support and teach the children is very effective in developing this particular area.
136. The teaching of children under five is never less than satisfactory and is mainly good. Relationships within the classroom are good and children are made to feel secure. The teacher has secure knowledge of this phase of education and has appropriate expectations which challenge the children. Planning is good and takes account of the areas of learning and the Desirable Learning Outcomes. There is a clear link in

planning for the under- fives to the Key Stage 1 National Curriculum Programmes of Study.

- 137.Children respond well to the teaching and to the learning environment within the classroom. They are well behaved and enthusiastic about their work. They cooperate well with each other and have good relationships with each other and adults who work with them.

ENGLISH, MATHEMATICS AND SCIENCE

English

- 138.By the end of Key Stage 1, standards of attainment are above national expectations. Pupils make satisfactory progress through the key stage.**

- 139.Pupils enter the key stage from the Reception Class with already well-developed skills in English. They make satisfactory progress, and by the end of the key stage the proportion of pupils whose standard of attainment is in line with national expectations is higher than the national average. Standards in speaking and listening and in reading are higher than standards in writing.

- 140.By the end of the key stage, in speaking and listening, pupils demonstrate growing confidence in expressing themselves in a widening range of situations. They cope well in class situations and are happy to talk to adults. They listen very well to the teacher and to each other, and respond well to questions. Pupils express their ideas clearly, often enthusiastically, in many subjects.

- 141.In reading, the majority of pupils read texts appropriate to their ability accurately and fluently. Most are confident with books from the reading scheme, and books they have chosen for themselves. Many pupils show increasing confidence in reading aloud and do so with pace and accuracy. They can talk about the books they read and about their likes and dislikes.

- 142.Pupils write in a variety of forms and for different purposes. Many can write stories which have a simple beginning, middle and end structure. Some pupils are beginning to show imagination and careful word choice in their stories, but this is not well developed in the majority of pupils through the writing of sustained pieces in other subjects. Most pupils use word books confidently as part of their writing. Pupils write in sentences and can punctuate correctly. Most pupils' handwriting is neat and legible, with letters correctly formed. Spelling standards are good.

- 143.The above average standards of attainment are consistent with the school's score in national tests for seven year olds in 1997. Standards are above average in all three attainment targets.

144. **At the end of Key Stage 2, attainment is above national expectations.** Pupils make satisfactory progress through the key stage.
145. Pupils progress well in speaking and listening, and by the end of the key stage many pupils are articulate and confident in speech. They listen well to teachers and fellow pupils, often for sustained periods of time, and respond appropriately to what others have said. Many pupils are able to explore ideas in depth in discussion, and question the ideas and opinions of others.
146. Pupils make satisfactory progress in reading and standards are generally in line with national expectations. Most read independently from a wide range of texts - fiction, non fiction, reference books, drama and poetry. Most demonstrate confidence, fluency and accuracy in reading aloud and some read expressively. Pupils can discuss what they read with understanding, but sometimes they do not summarise well. They are able to express their opinions about characters, plot or ideas, but many of their responses lack depth. Although many pupils in Years 5 and 6 can locate and retrieve information, in general, pupils' research skills are underdeveloped.
147. Pupils make satisfactory progress in writing and achieve standards which are in line with national expectations. They are able to write in a variety of forms, but awareness of purpose and audience is not well developed. Pupils plan their work and most writing is clear and organised. However, skills in redrafting are not well developed. Most pupils write accurately with correct spelling and sentence punctuation, but few write extended pieces using lively and adventurous language. Standards of presentation and handwriting are generally satisfactory.
148. The school's scores in 1997 national tests for 11 year olds were below the national average overall. Standards were below average in writing, but slightly above average in reading. The low scores were mainly caused by the presence in the class of an unusually high number of pupils with special educational needs. The proportion of pupils whose standard of writing is in line with national expectations is now average.
149. Pupils with special educational needs make satisfactory progress in the development of their language skills.
150. Pupils have good attitudes to learning across the school. They are interested in their work and, in most lessons, concentration levels are high. Most pupils listen well to teachers and are keen to answer questions. Pupils behave well and relationships are good.
151. The quality of teaching is good overall at both key stages. Teachers' subject knowledge is secure and they manage classes and pupils' behaviour well. Relationships are very good. There are examples in the school of many forms of good practice. There is some very good discussion work across the school, for example a lesson in Year 1 where pupils brought in photographs of their pets and talked about them. There is some good use of role-play to encourage writing, for example an excellent lesson in

Year 3 where pupils were put into the role of Roman citizens, and there is some good joint planning of writing across the school, but too few opportunities for collaborative writing. Although pupils are often asked to redraft their writing, and the school has cards to assist the drafting process, the emphasis, in most cases, is on the correction of errors rather than the use of language or the clarity of structure. A closer focus on the requirements of level 5 writing, and a consideration of previous assessments, would allow teaching to be more specific to the need. Opportunities for the teaching of writing, and for pupils to produce sustained pieces in other subjects would assist progress.

152. There is good use of varied approaches to the teaching of reading in several classes. These have been recently introduced and are already having a positive effect. In other classes, pupils need to be involved in wider range of real literature both to stimulate their interest and to see models of good writing. Older pupils need to be heard reading more frequently by teachers in the context of discussing structures and techniques of writing. This would help improve pupils' writing skills. Pupils also need to be taught library skills directly so that greater use can be made of the library as a centre of learning for the school.

153. The school has a satisfactory policy and scheme of work for English but the lines of progress, particularly in writing, could be more clearly established. There are two co-ordinators, and their concentration on their own key stages does not make a whole-school approach easy to attain. There has been some evaluation and analysis of assessment results, but this needs to be more rigorous and specific to ensure that trends, such as those in writing at Key Stage 2, are clearly identified and appropriate responses developed.

154. Resources are appropriate for the subject except for the provision of a wider range of good literature, and the provision of books in the Key Stage 2 library. This is adequately stocked but not widely used, and so cannot function as an effective learning centre for the school.

Mathematics

155. **At the end of Key Stage 1, attainment is above national expectations.** Progress across the key stage is good.

156. Pupils work confidently with number, performing basic computations reliably and applying them to a variety of contexts. Most have appropriate recall of addition and subtraction facts. They can use their mathematical skills to help them solve simple problems. They can recognise two-dimensional shapes and measure accurately using a ruler.

157. **At the end of Key Stage 2, attainment is above national expectations.** Progress across the key stage is good.

158. Pupils continue to develop their computational skills and their understanding of number. Their understanding of concepts such as fractions is good. They work confidently and with understanding when handling data. Many of them use their mathematical skills to support their work in other subjects, for example where Year 6 pupils use their understanding of data handling to record their science results. Many pupils are able to perform mental calculations at good speed and with accuracy.
159. The above average standards at both key stages are consistent with the school's scores in national tests for seven and eleven year olds in 1997.
160. Pupils with special educational needs benefit from good levels of support and overall make satisfactory progress across the school.
161. Pupils' attitudes to mathematics are good throughout the school. They listen attentively to teacher explanations and respond well to questions. They show sustained concentration when working in class, group or individual situations. They use resources well and demonstrate care when using them. Presentation of work is good and the pupils take pride in the appearance of recorded work. Pupils behave well in mathematics lessons and this has a positive effect on their progress.
162. Teaching of mathematics is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers plan carefully using an appropriate range of resources. Teachers have adequate knowledge of the subject and all areas of mathematics are planned for and taught. However, planning does not sufficiently address National Curriculum levels and a whole-school overview has not yet emerged. Relationships with pupils are good and teachers are committed to developing the pupils' understanding.
163. Where teaching is good, teachers have clear learning objectives and activities are differentiated to suit the needs of individual pupils. Pupils receive clear and useful feedback on their work which helps both teacher and pupil identify the next stage of learning.
164. The curriculum co-ordinators are involved in all policy and curriculum decisions. Their role is underdeveloped and more attention should be given to the monitoring and evaluation of plans, children's work and assessment data, to facilitate an overview of mathematics across the school.

Science

165. **By the end of Key Stage 1 standards of attainment are in line with national expectations.** Progress made during the key stage is satisfactory.
166. By the end of the key stage, pupils understand about basic life processes, knowing that things grow and reproduce. This was evident in one lesson where pupils explained the basic life cycles of different creatures. Pupils are aware of the properties of different materials and can sort them into simple groups. As they progress, pupils are able to

demonstrate increasing care in their sorting and classifying and are able to make simple predictions about the outcomes of their work, for example when using magnets.

167.They are able to use appropriate scientific vocabulary when talking about their work.

168.By the end of Key Stage 2 , standards of attainment are above national expectations.

This is confirmed by the results of the national tests for 11 year olds in 1997. Pupils made good progress through this key stage, particularly in Year 6, where they acquire good levels of knowledge supported by a thorough understanding of the scientific process.

169.By the end of the key stage pupils have a good understanding of the concepts expected of them within the National Curriculum for science. They can identify and locate the position of the major organs of the body and explain in simple terms the function of those organs. Pupils can explain how materials are classified into liquids, solids and gases. They show understanding of terms such as evaporation and condensation and can explain contexts where these processes occur.

170.At both key stages pupils get good opportunities to develop their investigational skills. Younger pupils sort and classify, make observations and record those observations in simple tables and charts. Older pupils use investigational work to underpin their work from the other areas of study.

171.Pupils with special educational needs make satisfactory progress.

172.Pupils attitudes to science are very good and they respond in lessons. They are well behaved, listen attentively and talk confidently about their work. Their interest in science is sustained and they clearly enjoy the subject.

173.The quality of the teaching of science is generally satisfactory. Teachers work hard to provide pupils with a variety of practical activities which are well prepared and resourced. For example, in a Year 1 lesson the teacher provided a large assortment of different bird feathers to follow up work on parts of animals which stemmed from looking at a budgerigar brought in by a pupil.

174.Pupils are given good support and encouraged to develop their thinking by the teachers' use of relevant questions. Where teaching is good, teachers' subject command is secure, lessons have pace and structure and tasks are well defined and explained. This was particularly clear in a Year 6 lesson on materials where the pupils were investigating the properties of solids, liquids and gases. To further extend pupil's understanding teachers should provide more opportunities for pupils to consider their findings more carefully and for older pupils to devise their own investigations.

175. Teachers' planning lacks clearly defined learning objectives, particularly objectives which are rooted in the National Curriculum levels. This sometimes results in lessons which lack pace and focus, limiting opportunities for higher attainment.

176. Assessment information is not analysed sufficiently and therefore is not useful in informing future planning. Assessments are moderated at key stage level but they need to be looked at over the whole school. There are two co-ordinators for this subject and this further contributes to a lack of whole-school overview.

OTHER SUBJECTS OR COURSES

Art

177. The standards of attainment at the end of Key Stages 1 and 2 are above national expectations. Across the school, pupils make good progress.

178. By the end of Key Stage 1, pupils can draw, colour and paint and work in two or three-dimensional activities. They are also able to make use of scissors. Pupils make good progress in developing a range of artistic skills.

179. By the end of Key Stage 2, pupils are able to use colour and a range of materials skilfully in their paintings. Older pupils produce good quality observational drawings using appropriate detail and shading. Pupils' understanding of the work of other artists and art from other cultures is good and there are visitors and artists to the school who support this development. Pupils are able to review and modify their work and show appreciation of the work of others.

180. Pupils with special educational needs make good progress in art.

181. At both key stages, pupils' attitude to art is good. They work with interest and enjoy art lessons and behave well.

182. Teaching is good across both key stages. Teachers' planning has clear objectives and there is a policy for skill development and progression across both key stages. Teachers have a good knowledge and understanding about art and relate this to the needs of pupils to help them develop their skills. There are many opportunities for pupils to work with tools and be made aware of the techniques of modelling, printmaking and sculpture.

183. Art is often linked to other areas of the curriculum where it makes a positive contribution to pupils' learning. An example of this was the whole-school production of a large tile mural in the entrance hall which depicts the local history of the school and involved all pupils and local artists.

184. Pupils' work is effectively displayed around the school walls, enhancing the accommodation and celebrating pupils learning.

185.The school has a good policy and scheme to help guide teachers. There is a confidence within the school towards the teaching of art and this has been enhanced by the LEA's Primary School Art displays in which many of the school's pieces of work have been selected for their high standard. The co-ordinators have worked hard to ensure the development of the subject throughout the school and this has been effective in promoting high standards.

Design and technology

186.Standards of attainment at the end of each key stage are in line with national expectations. Progress made throughout the school is satisfactory.

187.At Key Stage 1, pupils can use their knowledge of materials to help them modify their ideas. When given tools they can shape and join materials, using a range of materials and techniques for joining. They can explain the reasons for their choice. For example , in the Year 1 class, pupils making cages for animals and could explain why they had chosen a particular material for the front of the cage. Other pupils were able to make simple winding mechanisms using a range of different materials.

188.At Key Stage 2, pupils' work shows more accuracy and precision. They are able to measure and cut a wide range of materials and use a variety of techniques to join them. They pay attention to detail and finish. When designing they can gather information to use in their designs. They have opportunities to experiment with structures and can explain features which contribute to stability and strength.

189.Pupils' attitudes to learning are positive. They work cooperatively, sharing and listening to each other. They concentrate well and work carefully and with regard for safety.

190.Progress made by pupils with special educational needs is satisfactory.

191.Teaching of design and technology is satisfactory. Teachers plan a variety of activities for their pupils, based on a commercial scheme of work. This, adapted to the school's own needs, provides an appropriate basis for teachers' planning. However , planning is not always linked to National Curriculum levels and therefore work across the school lacks progression. Assessment procedures are underdeveloped and therefore assessment can not be used to inform future work and set targets for higher attainment.

192.There are two co-ordinators for this subject and this contributes to the lack of whole-school overview.

Geography

193.At the end of Key Stage 1, standards of attainment are in line with national expectations. Pupils make satisfactory progress across the key stage.

194. By the end of the key stage, pupils are able to describe the main physical and human features of their locality, and have appropriate knowledge of places beyond. For example, Year 2 pupils had built up a good knowledge of Hong Kong through writing to a pupil there. They respond appropriately to questions about places and can express preferences and views on what makes the environment attractive.

195. At the end of Key Stage 2, standards of attainment are in line with national expectations. Pupils make satisfactory progress across the key stage.

196. Pupils study an appropriate range of places and themes during the key stage, and develop geographical skills appropriately. Most have good factual knowledge of the places they have studied and have developed appropriate understanding of how changes in the environment can affect people's lives. Most older pupils are able to describe the differences between farming in Kenya and the United Kingdom. Most can recognise and describe physical and human processes, but few develop the ability to describe geographical patterns and to appreciate the importance of location in understanding places. Very few can offer any explanations for geographical patterns. Use of appropriate geographical vocabulary is good.

197. Pupils have good attitudes to the subject and are keen to discuss their work.

198. The quality of teaching is sound at both key stages. Teachers have good subject knowledge and involve the pupils in some good practical work. Good use is made of the immediate environment for local study, and visits are arranged to contrasting areas. Some good comparison work is carried on, although pupils are not always involved sufficiently in retrieving information for books, and there are few opportunities for sustained writing, which would be especially appropriate at Key Stage 2.

199. The subject is well co-ordinated and there is an appropriate curriculum structure in place. There now needs to be a closer focus on the precise requirements of the National Curriculum, particularly as set out in its Level Descriptions, to ensure that pupils make maximum progress through Key Stage 2. There is a good range of resources available, and some good displays of geographical work that stimulate interest and learning.

History

200. By the end of Key Stage 1, standards of attainment are in line with national expectations. The progress made by pupils is satisfactory.

201. By the end of the key stage, pupils have a sense of the past and its difference from the present. They are able to use historical artefacts and photographs and are able to ask and answer questions about the past. Many have good knowledge of some past events they have studied, and know about the history of their local area.

202.By the end of Key Stage 2, standards of attainment are in line with national expectations. The progress made by pupils is satisfactory.

203.Pupils continue their satisfactory progress through Key Stage 2, and by the end of the key stage most have appropriate factual knowledge of the periods they have studied. Pupils are able to describe the main events of the periods and know about the important people. Many are able to discuss the reasons for events and changes if these changes are pointed out. Ability to describe the characteristics of periods, or to identify changes within and between periods, is not well developed. Few pupils are able to select and combine information effectively, or produce structured work. Progress is sound in terms of extending historical knowledge, but is unsatisfactory in terms of the acquisition of historical skills.

204.At both key stages, pupils develop a good knowledge and understanding of the history of their own area. This is particularly good at Key Stage 2.

205.Children have good attitudes to history. They show interest and enjoyment when given the opportunity to discuss and research the past. Their work is completed with care and there are some good examples of pupils' work on display.

206.Teaching across the school is satisfactory. Teachers have sound subject knowledge and are able to give pupils information. There is some good use of historical artefacts at both key stages. For instance, Year 1 pupils were using quill pens to write with and so gain insights into how people used to write. There is some good use of role-play, particularly in an excellent Year 3 lesson where pupils enacted a scene from their Roman topic. However, there is insufficient emphasis on enabling pupils to become active and effective enquirers, and too few opportunities are created for pupils to engage in sustained writing.

207.The curriculum plan for history ensures coverage of the Programmes of Study, but close attention needs to be given to the levels appropriate to each age group. Resources are adequate and support children's learning.

Information technology

208.Attainment at the end of both key stages is in line with national expectations. Pupils make satisfactory progress.

209.By the end of the Key Stage 1 pupils can use information technology to communicate ideas in different forms. They can control devices such as 'Roamers' with purpose and to achieve desired effects. They can gather information from simple programmes.

210.Pupils continue to make satisfactory progress across Key Stage 2 and by the end of the key stage they can collect and input data into computers and later retrieve and amend it. Pupils show an awareness of the application of information technology for the purpose of

control, when, for example, they were investigating the control of a model set of traffic lights.

211. Pupils' attitudes to information technology are very positive. They respond well to tasks set and work with confidence and care. They cooperate well with each other and with the adults helping them.

212. Teaching of information technology is satisfactory throughout the school. Teachers have worked hard to develop their own expertise and this results in better provision for their pupils. Appropriate software is available for pupils to use and adequate support is given. Non-teaching staff support pupils well and they, in turn, are well supported by teachers.

213. A scheme of work has been devised which maps coverage across the school. This now needs to be linked with National Curriculum levels to ensure a progressive acquisition of skills and understanding.

214. The co-ordinator is enthusiastic and knowledgeable and has worked hard to raise the level of provision in the school.

Music

215. Pupils attainment at the end of Key Stage 1 is in line with national expectations. Pupils make satisfactory progress.

216. By the end of Key Stage 1, pupils can sing simple songs with a sense of pitch, sing and play instruments, explore, select and create simple rhythmic patterns and communicate musical ideas. They can respond to sounds and music through dance and movement.

217. At the end of Key Stage 2, pupils' attainment is above national expectations. They make good progress. Pupils can communicate musical ideas by using notation, symbols and musical instruments. Pupils sing in tune with an awareness of phrase and memory. They are able to select appropriate resources and make use of melody and rhythm within their musical compositions. They also respond to music from different traditions and are aware of the music of different composers. A good number of pupils receives instrumental tuition.

218. In both key stages pupils can sing in tune with clear diction and there are opportunities to perform with others through assembly, class singing and the school choir. The quality of singing in assemblies is good.

219. Across the school pupils with special educational needs have full access to the music curriculum and make satisfactory progress.

220. Pupils respond to music in a very positive and enthusiastic manner across both key stages. They work well together and take care of the musical instruments.

221. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Lessons are well prepared, and teachers are confident with the subject content. Teachers work hard to plan lessons which cover all the aspects of the music National Curriculum. A classroom assistant provides some very effective instrumental tuition.
222. Where teaching is good. There is a high level of musical expertise, classrooms are well managed, expectations are high and the aims of lessons are very clear.
223. The co-ordinators have worked hard to ensure that there is clear progression in the main aspects of music across both key stages. These are identified very clearly in the policy and in the schemes of work which the school uses.
224. The school has appropriate resources which are used effectively. There are recorders for pupils who wish to learn and opportunities exist for other instruments to be played. Music is a strong feature of the school, contributes to good community links and is supported by the headteacher and two enthusiastic co-ordinators. Pupils contribute to church festivals and community events and Key Stage 2 pupils are heavily involved each year in musical productions in the local theatre and neighbouring secondary school.

Physical education

225. **At the end of both key stages, pupils attainment is in line with national expectations.**
Across the school pupils make satisfactory progress.
226. By the end of Key Stage 1, pupils demonstrate a good awareness of space and can link a series of actions such as a jump, hop and roll. They have established a range of skills which can be used across a variety of activities. Pupils can describe what they have done and how improvements can be made and they also recognise the changes that happen to their bodies during exercise.
227. By the end of Key Stage 2, pupils can undertake more frequent, sustained, vigorous, exercise in lessons. They have developed a range of physical skills, for example the skills required to play hockey. They exercise good control over their bodies in gymnastics and show good spacial awareness. They recognise that exercise is important to maintaining good health. They have a well-developed awareness of the cooperative nature of some physical activities such as team sports and country dancing.
228. Across the school, pupils with special educational needs have equal access to all physical education activities and make good progress.
229. Throughout the school, pupils are keen to work and respond well. They work with enthusiasm and the behaviour of all pupils is usually good. Pupils are able to work together in pairs and in groups. They can take turns and organise themselves quickly when given instructions in lessons.

230. Teaching throughout the school is satisfactory. Teachers have an adequate knowledge of physical education and lessons provide interest and challenge for pupils. Appropriate use is made of demonstration and pupils are encouraged to evaluate and improve their work. Teachers provide ongoing oral feedback to the pupils during lessons and observations by the teacher provide assessment information about individual needs.
231. Overall resources for physical education are satisfactory. The school has access to a playing field and there is a hard play area which is marked for games and activities. There is a good range of gymnastic equipment in the school hall. Extra-curricular activities provide opportunities for pupils to experience team games such as soccer, netball and rounders and enhance the curriculum offered by the school. Pupils at the end of Key Stage 2 also attend an outdoor pursuit centre once a year which is residential. This contributes significantly to the personal and social development of the pupils as well as enhancing the other areas of the curriculum.

Religious education

232. Overall standards achieved in religious education are broadly in line with expectations of the Cumbria Agreed Syllabus.
233. By the end of Key Stage 1, pupils are beginning to reflect and respond imaginatively to stories from the Bible and can relate “specialness” in celebrations to their own feelings. By the age of seven, they know the names of most disciples and can identify stories from the Bible. They can give examples of stories that Jesus told and can respond thoughtfully to his teaching.
234. By the age of 11, pupils demonstrate a basic knowledge of Christianity and other world faiths studied. They know the difference between the Old and New Testaments and know why the Bible is important to Christians. They know that the Bible was originally written in Hebrew and know that stories develop the idea of oral tradition.
235. Pupils show sound progress overall in developing their religious understanding and knowledge. At Key Stage 1, they make good progress in retelling parables in their own words and in understanding belief and relating it to how they have helped people and how they feel. At Key Stage 2, they make sound progress in acquiring knowledge about the life of Jesus. Pupils develop appropriate religious vocabulary and acts of worship encourage pupils to develop reflection and prayer.
236. At both key stages, pupils have good attitudes to the subject. They are attentive and listen well. They respond well to questioning and behave well. They show a sense of occasion in assemblies and enter and leave sensibly.
237. Teaching overall is sound at both key stages. Teachers have sound knowledge and skills of teaching religious education. They show good management of pupils’ behaviour and learning, and promote good relationships. They plan their work well and make sound

use of time and resources. In the best lessons, teachers use a range of strategies and show good story telling skills.

238. The subject is managed appropriately and the schemes of work are consistent with the locally agreed syllabus.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

Summary of the time spent observing classes, sampling pupils' work and talking to pupils.

Key Stage	U5s	KS1	KS2	Total
Total Hours	3.67	11.41	21.63	36.71

239. The school was inspected by a team of four inspectors including a lay inspector, who spent a total of over 36 hours in the school. In addition to the 86 lessons or parts of lessons seen, a representative sample of the pupils' work was examined, a selection of pupils was heard reading and registration, assemblies and special needs groups were observed. In addition, there were discussions with teachers and other members of the school staff and also with members of the governing body. The views of parents were obtained by means of a questionnaire and through a meeting arranged for that purpose.

DATA AND INDICATORS

240. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	214	0	32	29

Teachers and classes

241. Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	8.5
Number of pupils per qualified teacher	25.2

242. Education support staff (YR - Y6)

Total number of education support staff	6
Total aggregate hours worked each week	158

243. Primary and nursery schools

Average class size:

30.5

244. Financial data

Financial year:

1997/1998

	£
Total income	317,402
Total expenditure	306,496
Expenditure per pupil	1,400
Balance brought forward from previous year	10,681
Balance carried forward to next year	21,587

245. Parental survey

Number of questionnaires sent out:

214

Number of questionnaires returned:

104

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	53.8	43.4	1.9	0.9	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	48.1	45.3	0.9	4.7	0.9
The school handles complaints from parents well	23.3	56.3	11.7	7.8	1.0
The school gives me a clear understanding of what is taught	38.7	59.4	0	1.9	0
The school keeps me well informed about my child(ren)'s progress	32.1	57.5	4.7	5.7	0
The school enables my child(ren) to achieve a good standard of work	38.7	56.6	0.9	2.8	0.9
The school encourages children to get involved in more than just their daily lessons	34.3	55.2	9.5	1.0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	31.1	60.4	2.8	3.8	1.9
The school's values and attitudes have a positive effect on my child(ren)	40.6	50.0	8.5	0	0.9
The school achieves high standards of good behaviour	44.8	49.5	5.7	0	0
My child(ren) like(s) school	50.9	41.5	2.8	3.8	0.9